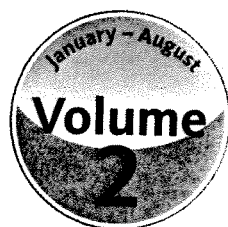


中文百宝箱

Chinese Treasure Chest


(Simplified Character Edition)



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(Simplified Character Edition)

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Message from the Authors

Chinese Treasure Chest is a comprehensive resource for anyone who wants to introduce Mandarin Chinese to young learners. It is divided into two volumes, and contains hundreds of ready-to-use games, songs, craft projects, delightfully illustrated worksheets, and teacher-directed activities designed to help children in kindergarten through eighth grade learn the Chinese language and culture. These activities could also supplement any textbook material to liven up your Chinese lessons.

Over the past ten years, we have had the unique opportunity to experiment and adapt different teaching methods in our school district's successful Chinese FLES (Foreign Language for Elementary Schools) program. This has enabled us to assemble a "treasure chest" of fun, meaningful, content-area related lessons through which our students, mostly from non-Chinese speaking families, learn Chinese and develop an appreciation for the Chinese culture.

Our teaching approach is largely influenced by Stephen Krashen's Language Acquisition Theory¹, which asserts that with natural communication and meaningful interaction in the second language, children can acquire a second language as naturally and effortlessly as they learn their first language. We strongly believe that children learn best when they are actively engaged in activities that are enjoyable to them as well as educational.

We also subscribe to Dr. Howard Gardner's Theory of Multiple Intelligences², which suggests that children and adults learn by means of eight different intelligences: Linguistic (word smart), Logical-mathematical (number/reasoning smart), Spatial (picture smart), Bodily-Kinesthetic (body smart), Musical (music smart), Interpersonal (people smart), Intrapersonal (self smart) and Naturalist (nature smart). Lessons and activities provided in **Chinese Treasure Chest** facilitate differentiated instruction to accommodate students with different learning styles and intelligences. In this resource, you will find a broad range of activities including:

¹ Krashen, Stephen. *Principles and Practice in Second Language Acquisition*, Oxford; New York: Pergamon Press (1982).

² Gardner, Howard. *Frames of Mind: The Theory of Multiple Intelligences*, New York: Basic Books (1983). The second edition was published in Britain by Fontana Press in 1993.

- Songs, rhymes, and Chinese dances
- Role play
- TPR (Total Physical Response)
- Storytelling
- Arts & crafts
- Riddles
- Games
- Visualizations
- Cultural activities
- Puppet shows
- Poems
- Charts and graphs
- Creating mini-books
- Cooking recipes
- Projects that foster students' critical thinking skills
- Integrated technology; online research, PowerPoint presentations, online dictionary

In addition, we have carefully integrated the “5Cs” principles of ACTFL³'s National Standards for Foreign Language Education — Communication, Cultures, Comparisons, Connections, and Communities, into the activities of this resource book.

Chinese Treasure Chest is organized into 12 monthly sections and incorporates themes that directly correspond to the content areas in the elementary school curriculum. Each activity is clearly defined by its type (e.g. Coloring, Song, etc.) and its level of difficulty (Beginner, Intermediate or Advanced). This format enables teachers to pick and choose the activities that are best suited to their students' needs and abilities.

The Cultural Link section provided for each month features holidays, seasonal events and various topics about culture to celebrate and discuss. Notes for teachers are provided to explain each activity, the learning objectives and suggested strategies to achieve the desired outcomes. This information allows educators to choose the activities best suited to their student population, time constraints and classroom settings. Reproducible materials such as song sheets, coloring pages, puzzles, cut-outs and flash cards are included in ***Chinese Treasure Chest*** to support each lesson. The *hanyu pinyin* used in this book is referenced from the Contemporary Chinese Dictionary (5th edition, Commercial Press, China, 2005).

³ ACTFL: American Council on the Teaching of Foreign Languages (www.actfl.org).

How to use this resource book?

1. Browse the Table of Contents to choose the activity based on the desired lesson theme, activity type and level of difficulty.

Beginner ☆

Learners who are at the early stage of learning Chinese. They use a limited number of isolated words, two or three-word phrases, and/or longer memorized expressions in familiar topic areas. They rely on pinyin most of the time.

Intermediate ☾

Learners who can interpret new information and messages in new contexts when supported with contextual clues. They are able to handle a limited number of everyday social interactions. They are able to read and write Chinese characters with some help of pinyin.

Advanced ○

Learners who have a broad enough vocabulary for discussing social and academic topics, and understand speech at a normal rate. They are able to read and write short passages with minimal assistance.

2. Follow the page reference to the teachers' notes to check for any special instructions for that activity.
3. Follow the page reference to reproducible worksheet(s) needed to complete the activity.

Chinese language is spoken by one-fifth of the world's population. China's world influence continues to grow, and it is increasingly important for us to prepare the next generation of young people with the language skills and expanded world view to compete and be successful in today's global market. We find great joy and satisfaction in putting together **Chinese Treasure Chest**, and we sincerely hope that this resource will help you and your students succeed in the learning of Chinese and Chinese culture.

Marisa Fang (林宛芊)

Helen Jung (马慕贞)

Rosemary Firestein (傅爱玫)

New York, USA

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Notes for Teachers

教学重点

January 一月

January Calendar 一月月历

😊 1. Coloring Activity: Zodiac Animals 涂颜色：十二生肖 74

Students will enjoy coloring the zodiac animals as a follow-up activity after hearing the story about the zodiac animal race. These pictures can also be enlarged, colored and laminated for use in lessons about the Chinese zodiac.

听了十二生肖的故事以后，学生会更喜欢这个涂色活动。教师可以把图片放大，塑封作为教具。

🌙 2. My January Calendar 我的一月月历 75

The calendar provided for each month can be used in a variety of ways. To begin with, the picture on the calendar page can be used as a springboard for discussion about the month's cultural theme. It can also be used to review numbers, days of the week, and special days that occur in each month. It may be necessary to provide copies of the calendar with numbers for new learners; more advanced learners can be directed to write the numbers themselves.

This month's calendar can also be used to count down the number of days until the first day of the Lunar New Year or, if you are planning one, the day of your school's Lunar New Year celebration.

月历可供多种用途。

一、主题讨论：用月历上的图片谈论当月的文化主题；

二、教数学：初学中文时，由教师在月历填上数字。教过数字后，让学生们在月历上描数字、读数字；程度较好的学生可以组成小组或全班一起在月历上写数字；

三、学星期：可让孩子用月历来练习说星期一至星期日；

四、说节日：可用月历来说明和谈论当月的特殊日子，如节日、生日等。

本月月历也可以用来倒数农历新年或学校的春节庆祝日。

🌙 3. What's Happening in January? 一月知多少? 76

This fill-in-the-blank worksheet, which is included with each month, allows advanced learners to review numbers, dates, important holidays and events of that month in a familiar and consistent way.

高年级的学生可以在月历的基础上，通过这样的填空题复习数字和星期，熟悉每月重要的日子。

Zodiac Animals 十二生肖

1. Story-Telling: Zodiac Animal Story 讲故事：十二生肖的故事

Bring the Zodiac Animal story to life by using a set of large, brightly colored zodiac animals and strip of blue cloth to represent the river when telling the story.

Arrange the animals in the correct order away from students' view. When it is time to name each of the animals that finishes the race, provide students with a clue, such as the animal's first letter, and invite them to guess. After students guess "ox" as the second animal, use the props to demonstrate how the clever rat rode on the ox's back when he swam across the river.

教师放大十二生肖图片（彩色图片为佳），并用蓝色布条作河景来讲述生肖的故事。依十二生肖的顺序先后介绍动物图片。教师可以偶尔停顿卖关子，制造悬念，激发脑力，提升学习兴趣。可强调聪明的老鼠如何骑在牛背上过河，赢得比赛。讲故事的时候，声音和表情可以夸张些。

2. Role Play: The Cat and the Rat 角色扮演：花猫与老鼠的故事

"The Cat and the Rat" is a popular version of the zodiac animal story that can easily be made into a drama in which students participate by pretending to be the animal that they are assigned to represent.

You will need a pre-made cut-out of each of the zodiac animals plus one for the cat and a prop for the river. You may wish to tape a stick onto the back side of each animal to make it into a zodiac animal "lollipop". Start by assigning a zodiac animal for each student to represent and asking them to line up on one side of the classroom. If there are more than 13 students in the class you can ask some students to be in pairs or repeat the story again with a second set of students and let the others observe. Place the prop for the River of Heaven in front of the students and indicate where the finish line to the race is. Now you are ready to act as narrator and begin telling the story, "The Cat and the Rat". As students listen to the lively description of the zodiac animal they are portraying, they should be encouraged to act out how the animal crosses the river and races to the finish line. Most students will love to use their imagination to figure out the best possible way to act out their animal's character. It is especially fun to see how the other animals interact with the cat that was tricked!

You may wish to do a follow-up activity to see how well the students remember the story. Students who participate in this little drama usually remember the story very well.

《花猫与老鼠的故事》是一个很流行的生肖故事版本。可让学生搬演其中的故事情节，借以引介十二生肖。

预先剪出各生肖动物以及花猫和河流的图片作为道具。在动物图片背面贴上小棒子，制成“动物棒棒糖”。给学生分配动物角色，让他们在教室的一边排成一线。若班上有超过13位学生，可分成两组轮流进行角色扮演。将天河布景摆在学生面前，并指明赛跑终点线的位置。一切准备就绪，便可充当叙述者讲述《花猫与老鼠的故事》。当学生听着有关他们所扮演的动物角色的生动描述时，鼓励他们搬演动物游过天河抵达终点的情节。多数学生会喜欢运用想象力想出体现动物个性的最好方法，尤其是众生肖动物和受骗花猫之间的互动。

表演完毕，教师可适时复习动物名称及故事内容。通常戏剧表演的体验能帮助学生加深印象。

3. Vocabulary Flash Cards: Zodiac Animals 词卡：十二生肖 77

After students become familiar with the Zodiac Animal story, they can use the worksheet on

page 77 to make zodiac animal flash cards. Making constant reference to the story will enhance the learning of these vocabulary words and help make this activity more interesting.

学生熟悉十二生肖的故事后，便可用本页图片制作词卡。教师可联系本页词汇和生肖故事以促进学习，增添本活动的趣味性。

☆ 4. **Find and Color: Who Are the Winners? 找一找，涂一涂：谁赢了？** 78

Begin with a brief review of the zodiac animal story and the animal names in Chinese. Students can then work alone or in small groups to complete this activity in which they must find and color the zodiac animals.

先复习十二生肖的故事和动物名称，然后让学生独立或组成小组找出赢得赛跑前十二名的动物，然后给它们涂上颜色。

☾○ 5. **Group Activities: Zodiac Animal Challenge 集体游戏：生肖挑战**

1. Activity 1: This is a fun group activity to review the 12 zodiac animals. Divide the class into teams of four or five students. Give each team a sheet of paper and a pencil and ask them to brainstorm to list as many of the 12 animals they can remember. The team that recalls the most animals in the allotted time wins. To take this challenge to a higher degree of difficulty, ask teams to list the animals in the correct order.

活动一：复习十二生肖名称。将全班分成4至5人一组，分别给纸和笔。要求学生尽可能依顺序写出生肖名称。（依学生程度可写英文、拼音或汉字。）在指定时间内写出最多动物的小组获胜。

2. Activity 2: Distribute a set of 12 zodiac animal cards to each team. Teams will first race to put the animal cards in the correct order. When this task is completed, team members will work together to remember the names of all 12 animals in Chinese. The first team to do this wins the "race".

活动二：每组分一套十二生肖图卡或字卡。每组比赛将十二生肖依顺序排好。最先完成的小组为赢家。（依学生程度，教师可以使用有动物图片或没动物图片的字卡。以汉字或拼音注明为宜。最好不要有英文。）

3. Activity 3: Sing a song of the 12 zodiac animals using the same melody as "Twinkle, Twinkle, Little Star". The lyrics are as follows:

活动三：用《一闪一闪亮晶晶》的旋律来唱《生肖歌》。

| | |
|--|--|
| 鼠牛虎兔，龙蛇马羊， (Twinkle, twinkle, little star,) | 猴鸡狗猪，十二生肖。 (How I wonder what you are.) |
| 老鼠第一，猪在最后。 (Up above the world so high,) | 老鼠第一，猪在最后。 (Like a diamond in the sky.) |
| 鼠牛虎兔，龙蛇马羊， (Twinkle, twinkle little star,) | 猴鸡狗猪，十二生肖。 (How I wonder what you are!) |

☆ 6. **Cut and Paste: What Is the Next Zodiac Animal?**

剪一剪，贴一贴：下一个生肖是什么？ 79

This cut and paste activity provides a challenge for students to recall the correct order of the zodiac animals in the race. The three pictures at the bottom provide a hint to assist the beginner learners.

这个剪贴活动让学生练习排列生肖的正确顺序。本页下方的三张图是答案提示。

答案：2001—蛇；2005—鸡；2010—老虎

☆ 7. **Matching Activity: Zodiac Animal Matching** 配对游戏：生肖配一配 80

Review the names of the 12 zodiac animals in pinyin and Chinese character so that students will be able to do this activity. Students can then cut out the pictures and work with a partner to play a matching game or a memory game.

进行这个活动前先复习十二生肖的名称（汉字和拼音）。学生可以把图和字分别剪开，然后和伙伴进行图卡配对和记忆游戏。

☾ 8. **Compare: Are They the Same or Different?** 说一说，比一比：它们哪里相同？哪里不同？ 81

Using the Venn Diagram provided on page 390, students will compare two zodiac animals. Describe their color, size, body parts, and what they can do (run, climb, swim, etc).

Depending on the students' level, the teacher may require students to write the names of the zodiac animals in Chinese character, pinyin, or English. For the bonus question, the teacher may ask the students to search online to find Chinese idioms that use one or two animals.

用第390页的异同比较表来比较两种动物的异同。描述它们的颜色、大小、四肢，以及能做的事（例如跑、爬、游泳、飞等）。

教师可视学生程度，要求他们用中文、拼音或英文写下十二生肖的名字。至于后面的加分题，教师可引导学生上网搜索含有一或两个动物名称的成语。

☆ 9. **Vocabulary Review: Who Am I?** 词汇练习：我是谁？ 82

If possible, pre-record animal sounds for this activity. Otherwise, mimic the animal sounds for students to guess the name of the animals in Chinese.

可能的话，预录一些动物的叫声，让学生猜是哪一种动物。（玩具店可能有此类玩具。）否则，模仿动物叫声也可以。

答案：1. 鸡；2. 老鼠；3. 龙；4. 老虎；5. 马；6. 猪；
7. 蛇；8. 兔子；9. 羊；10. 狗；11. 牛；12. 猴子

☆ 10. **Mini-Book: What Can These Animals Do?** 我的小书：它们能（会）做什么？ 83

A quick TPR activity to review action words will be helpful in preparing for this mini book activity. Next, review the animals' names in Chinese and ask students to name the actions that each animal can do. Students can then follow directions to make a mini-book, color the pictures and practice reading the sentences on each page. Upon completion, students can read their mini-books to each other in small groups or volunteer to read them in front of the class.

先用 TPR 肢体反应教学法复习动作词汇。然后复习动物名称，问学生动物能做什么（例如：牛会做什么？答案：牛会拉车）。学生依步骤制作小书，涂色后随教师练习阅读小书。最后，可让学生和伙伴互相朗读，或者请一小组同学自愿到台上朗读给全班同学听。

答案：图五：吃；图六：拉；图七：爬；图八：跳；图九：飞；图十：游泳；
图十一：跑；图十二：吃；图十三：爬；图十五：吠；图十六：睡觉

☺ 11. **Reading: Chinese Zodiac Personality Traits** 读一读：你的生肖个性 87

Invite students to take turns reading the personality traits of each zodiac animal, and then follow with a class discussion. Encourage students to bring the chart home and share it with their family.

教师请学生轮流念每个生肖的个性，随后引导全班讨论。学生可把生肖个性图表带回家，与家人分享中国生肖的趣味性。

😊 12. Writing Activity: What Zodiac Animal Sign Do They Have? 88

写一写：他们属什么生肖？..... 88

To complete this activity, students need to know the year that each member of their family was born. Next, refer to the chart on page 87 and conduct a class discussion about the personality traits. Then direct students to fill in the blanks of the wheel with appropriate words (either in English or Chinese). More advanced students can extend each sentence by adding adjectives listed in the chart (p. 87) to describe their family members.

事先请学生问明家人的出生年，然后参考前页生肖个性，和全班一起讨论生肖与个性的关系。接着，教师视学生程度，指导学生完成生肖轮盘和下方的问题。程度好的学生可以从第87页的生肖个性图表中选出更多形容词加入句中，拓展句子。

🌙 13. Draw and Write: My Favorite Zodiac Animal

画一画，写一写：我最喜欢的生肖

For further practice, ask students which of the animals they are able to draw or if they keep any of the animals as pets. More advanced students should be encouraged to share as much information as possible in Chinese.

作为延伸活动，可让学生画出十二生肖中他们最喜爱或者最想饲养的动物。程度较好的学生可用中文分享。

☆🌙 14. Word Search: Zodiac Animals ① 找一找：生肖 89

This word search activity provides students with more practice to learn the names of the zodiac animals in Chinese thoroughly. First, students must write the English translation for each of the animal names, then they must find all of the words in the puzzle in pinyin.

首先，学生必须把生肖的中文名称翻译成英文，然后在字谜中找出动物的拼音字。答案可向右、向下、逆向或斜行。

☆🌙 15. Word Search: Zodiac Animals ② 找一找：生肖 90

This activity will help students identify Chinese words for animals.

这个字谜活动能加强学生对动物的中文名称的辨识。

😊 16. Art Project: Zodiac Animal Projects 创意手工：十二生肖手工艺

Making a special project about the zodiac animal that represents the coming new year is a terrific way to generate excitement for and decorate your school during the Lunar New Year holiday. You can easily find templates and ideas for zodiac animal projects appropriate for your class on the Internet. Many of the projects can be done using recycled materials such as plastic containers or empty paper towel rolls. It is especially attractive if you have a large number of students making the same project and display them together in one area of the school. (See project sample on p. 399)

指导学生制作新年的生肖手工艺品不仅可以提升学习兴趣，也可增添学校的新年气氛。教师可以很容易地在网络上找到合适的资料。鼓励学生使用再循环的材料制作手工，既环保又经济。（作品展示见第399页）

☆ 17. Art Project: Chinese Zodiac Lantern 创意手工：生肖灯笼 91

Firstly, ask students to draw the missing zodiac animals. Then, color the zodiac animals and cut out the lantern shape. (See project sample on p. 399)

指示学生补上三个空白的生肖，然后涂色，并剪下灯笼形状。（作品展示见第399页）

18. Art Project: Zodiac Fortune Wheel 创意手工：生肖轮盘 92

Cut out the two circles to make the two parts of the zodiac wheel. Then cut out the two windows on wheel A. Place wheel A on top of wheel B and attach the center with a brass paper fastener. Students enjoy using this to look up friends and family member's Chinese zodiac signs and personality traits.

剪下两个圆形，并按虚线剪下轮盘 A 的两个框。将轮盘 A 放在轮盘 B 上面，用大圆钉钉牢。学生喜欢用这个作品来找出朋友或家人的生肖和个性。

☆ 19. Art Project: Zodiac Animal Necklace, Headband, or Banner

创意手工：生肖项链、头环和条幅

The zodiac animals found on page 77 can be used to make any of these projects. First, students should color and cut out the 12 zodiac animals.

1. To make a necklace, students can arrange the animals in the correct order in a circle and paste onto a 18" strip of construction paper, then staple the two ends together to form a necklace. (See project sample on p. 400)
2. To make a headband, provide each student with two 18"x 3" strips of construction paper stapled together. Students can then arrange and paste the animals onto the strips beginning about 4" from the left side. Cross the two ends of the strips and staple them together so that the headband fits nicely on the student's head.
3. To make the banner, follow the directions for the headband, but arrange and paste the pictures vertically.

学生可以将词卡（第77页）上的图片剪下做以下手工：

- 一、项链：把十二生肖涂色后依顺序排成圆圈，贴在18"图画纸条上。将纸条两端钉起来，即成项链。（作品展示见第400页）
- 二、头环：将两条18"x3"纸条钉成一条，分发给每一个学生。学生把生肖词卡按顺序贴好，开端留出4"。然后依学生头围将两端钉拢。
- 三、条幅：将两条18"x3"纸条钉成一条，把十二生肖涂色后按顺序纵向排列。在纸条上端贴一小棍儿即成。

20. Reading: Story of the 12 Zodiac Animals 读一读：十二生肖的故事 93

Provide each student with a copy of the story to follow along while it is read to them. Using the pinyin translation provided will be helpful to beginner students. Be sure to explain the highlighted vocabulary words.

教师在念故事给学生听的时候，可为每位学生提供本页短文，让他们边听边读。

借由拼音辅助，学生可以大声朗读十二生肖的故事。然后教师解说重要生词（粗体标示的词汇）。

21. Vocabulary Review: Story of the 12 Zodiac Animals

词汇练习：十二生肖的故事 95

This exercise requires students to match Chinese vocabulary words from the story with their meanings in English.

此练习要求学生将故事里的中文词汇及其英文意思正确连线。

Answer key: 十二生肖 – 12 zodiac animals; 请求 – asked; 召集 – summoned (called); 聪明的 – wise; 最先 – first; 结束 – ended; 开始 – began; 最后 – at last; 忘记 – forgot; 动物 – animals; 赛跑 – race; 重复 – repeated.

☾○ 22. Quiz: Story of the 12 Zodiac Animals 考考你：十二生肖的故事 96

This quiz can be used to assess how well students know the story of the 12 zodiac animals. For additional practice students can also be asked to fill in pinyin for each word.

这个活动可以用来测试学生对十二生肖故事的理解程度。作为额外练习，可让学生为每个汉字填上拼音。

答案：1. 聪明；2. 忘记；3. 动物；4. 赛跑、最先；5. 召集；6. 重复；7. 开始；8. 请求；
9. 最后、结束、十二生肖；10. 鼠、牛、虎、兔、龙、蛇、马、羊、猴、鸡、狗、猪

○ 23. Math Fun: Chinese Zodiac Animals 算一算，数一数：十二生肖 97

Students may need to refer to the story of the 12 zodiac animals on page 93 and the personality trait chart on page 87 to complete this math activity about zodiac animals.

请学生参考第93页和87页来做这个练习。必要时教师提供协助。

挑战题答案：五

Chinese New Year (Spring Festival) 农历新年（春节）

Chinese New Year provides us with scores of opportunities to teach our students about Chinese culture. Children love learning about the customs and traditions associated with this wonderful holiday. You can create an exciting environment in your school by having your students make bright red and gold decorations to hang. There are many to choose from in this unit. Students will gain a deeper appreciation for Chinese culture through enjoying the numerous activities introduced this month.

庆祝农历新年是介绍中国文化的好机会。学生喜欢了解春节的传统习俗。教师可以设计一些喜庆贺岁的手工进行教学，用学生作品来布置学校，增添春节气氛。书中提供许多材料供选择。经由这些手工制作，学生可以深入体验春节的传统文化。

☆☾ 1. Vocabulary Flash Cards: Chinese New Year 词卡：农历新年 98

This set of flash cards introduces nine new words that are associated with Chinese New Year. Students should cut out and color their own sets of cards for review and practice.

这套词卡介绍和农历新年相关的九个新词语。学生可以把词卡剪出来并涂色，作为练习与复习之用。

☆☾ 2. Word Search: Chinese New Year 找一找：农历新年 99

This word search activity allows students to review the newly learned vocabulary about Chinese New Year in a fun way.

此活动让学生通过有趣的方式复习刚学到的农历新年词语。

☾○ 3. Vocabulary Review: Chinese New Year 词汇练习：农历新年 100

To complete this review worksheet students must read clues about the new vocabulary words and fill in the correct word using characters or pinyin.

要完成这个练习，学生必须先看提示，然后用汉字或拼音填写答案。答案如下。

Answer key: 1. 生肖 2. 鱼 3. 饺子 4. 红包 5. 舞龙 / 舞狮 6. 桔子
7. 鞭炮 8. 守岁 9. 恭喜发财 10. 春节

☆ 4. Vocabulary Flash Cards: Popular Food for Chinese New Year 词卡：新年食品 101

Many children are not familiar with many of the traditional foods eaten to celebrate Chinese New Year. If possible, bring in some of the foods to show students. After checking for food allergies, you may wish to let students who are willing to sample some of them.

很多学生对中国春节的传统食品不熟悉。教师可以设法准备一些传统的新年食品在课堂上展示并让自愿的学生试吃。教师务必事先查询学生是否对某些食品过敏（如花生、瓜子等）。

☾ 5. Survey: What Food Do You Like to Eat during Chinese New Year? 问卷：你喜欢吃什么新年食品？ 102

Distribute this survey worksheet to use as a follow-up activity after introducing the Chinese New Year foods. Students can conduct a survey with their classmates using the question "你喜欢吃____吗？"

首先和学生复习第101页的词汇，接着分发第102页的问卷。教师指导学生用“你喜欢吃____吗？”进行问卷调查。

☾ 6. Rhyme: Chinese New Year Is Coming! 数来宝：新年到！ 103

In the first line of this rhyme, "Dong, dong, qiang" represents the sound of gongs and drums. Students can simulate this sound by clapping and tapping their legs or by using percussion instruments such as castanets, bells, and tambourines. Participation that includes making some noise while reciting this rhyme makes it much more fun for children to learn and remember.

这是一个顺口好记的数来宝。第一行是锣鼓的声音。念数来宝时，教师可以指导学生用拍手、拍腿、或用打击乐器如响板或铃鼓来制造音效，增添趣味性，加深印象。

☾ 7. Mini-Book: Chinese New Year Celebration 我的小书：过新年 104

After a class discussion about Chinese New Year customs, students can make their own little book as a review and to take home to their families. To make this book, students need to cut out the pages, put them in order, staple the book together and color the pictures. Upon completion, students can practice reading their mini-book in small groups or in front of the class.

全班讨论农历新年的传统习俗后，便可以制作自己的小书。先将图片剪下，依顺序排好，让教师钉，然后涂色。最后教师带领全班朗读课文，并让学生彼此分享成果。可请一组学生上台朗读。必要时教师给予协助。答案见下文。

Answer key: Picture 1: clean, sweep, new; Picture 2: couplets, paper, cuts; Picture 3: clothes, haircuts; Picture 4: reunion; Picture 5: chicken, duck, fish, dumplings; Picture 6: Gong Xi Fa Cai, envelopes; Picture 7: firecrackers

☾ 8. Character Code Challenge: Chinese New Year Message ① 解码游戏：新年密语 108

To complete this activity, students need to identify each of the characters, find its corresponding letter in the code box and write that letter above the character. After cracking the code students will reveal the secret phrase connected with Chinese New Year.

辨识每一个汉字，将它相应的英文字母逐一填入空格里以组成一串密语。答案见下文。

Answer Key: We wear red for good luck and to scare away evil spirits.

9. Character Code Challenge: Chinese New Year Message ② 解码游戏：新年密语 109

Same as above. See answer key below.

方法同上。答案见下文。

Answer Key: Whole fish are served with the heads and tails on to represent happy beginnings and endings.

10. Art Project: Lucky Messages for New Year 创意手工：新年吉祥话 110

Read and discuss the meaning of these popular New Year phrases with students. Each student should then choose their favorite one and write it on a sheet of red construction paper with a calligraphy brush or black marker.

向学生解说每一句吉祥话的意义并带领朗读。然后让学生选择一句吉祥话，用黑色马克笔或毛笔写在红纸上。

11. Art Project: Chinese New Year Couplets 创意手工：对联 111

Teachers may enlarge and copy these two templates on red papers for students to practice writing the lucky messages learned on page 110. Ask students to choose their favorite ones and practice writing them. When they are ready to make their good copy, provide each student with the project sheet found on page 111 which they will need to cut out. Students can then write the couplets on the project papers with a calligraphy brush, gold paint pen, or marker. Their completed couplets project can be hung on both sides of a door frame at school or at home to bring good luck. (See project sample on p. 400)

教师可将本页放大，印在红纸上，让学生练习书写在第110页所学过的吉祥话。学生可以选择他们最喜欢的吉祥话来练习书写。熟练后，可为学生提供第111页的图案，让他们剪出来，然后用毛笔或马克笔在上面写出吉祥话，制作对联。可将他们的成品挂在门框两边以图好运。（作品展示见第400页）

12. Art Project: Chinese New Year Ornament – Paper-cut Fish 创意手工：新年挂饰 112

This paper-cut fish art project looks even more colorful if the picture is copied on bright colored paper. Fold the sheet in half vertically with the illustration facing out. Cut along the lines to make the symmetrical fish ornament. Color the picture and paste it onto a sheet of construction paper. Hang it up for display. (See project sample on p. 400)

将本页图案用红纸复印。从中间对折，图形向外。依虚线剪出左右对称的双鱼和“吉”字。涂色后贴在红色或金色纸板上，做成挂饰。（作品展示见第400页）

13. Art Project: Dragon Puppet 创意手工：龙头纸偶 113

Color and cut out the dragon picture. Paste the dragon's head onto the base flap of a folded brown paper bag. Provide students with four 3"x2" pieces of colorful tissue or crepe paper to attach to the sides of the bag. Demonstrate how to write the character for dragon for students to copy on the front of the paper bag. (See project sample on p. 400)

学生在龙的图画上涂色，并剪下图案，贴在折平的牛皮纸袋底部的四方形处。另外准备一些小彩条让学生粘贴在龙面四周，作为龙须。最后指导学生在做好的成品上写上“龙”字，并在龙身上彩绘。可展示一些龙的图片或样本让学生参考模仿。（作品展示见第400页）

😊 14. Art Project: Happy New Year Fish 创意手工：“年年有余”挂饰 114

This art project has a special significance because the fish is a good luck symbol in Chinese culture. Explain to students that the words for "fish" and "surplus" have the same sound in Chinese and, because of this, fish are considered lucky. (See project sample on p. 400)

制作前，教师先解说“鱼”在中国文化里代表的意义（“鱼”和“余”同音，象征年年有余）。然后分发图画和材料，依纸上的步骤完成作品。（作品展示见第400页）

😊 15. Art Project: Lucky Words Paper Cuts 创意手工：吉祥字剪纸 115

Make copies of these templates on yellow or red paper if possible. Fold in half along the dotted line and cut along the black lines. Open up and paste diagonally onto a 9" square of red construction paper (use the reverse side to hide the dotted line). These decorations look particularly nice when displayed horizontally and/or vertically. Another option is to trace the patterns on bright origami paper and cut them out. (See project sample on p. 401)

把第115页的模板剪下并复印在黄纸或是红纸上。沿虚线对折，依黑线剪下，张开即成左右对称的吉祥字。将字贴在四方形的对角线上（背面朝上以遮盖虚线），做成挂饰。（作品展示见第401页）

😊 16. Art Project: Red Envelope 创意手工：红包 116

You can use the hand-made red envelope project or store-bought ones to teach your students about the custom of giving red envelopes filled with lucky money as a gift for the New Year. Fill the envelopes with paper money or a "lucky" penny and when it is time to give them out, use this occasion to explain the polite way of giving and receiving gifts in Chinese culture: with two hands. It is also a great opportunity to teach the popular New Year greeting, "Gōng Xǐ Fā Cǎi". When giving out the red envelopes say "Gōng Xǐ Fā Cǎi" to each child and ask them to say it back to you because you would like to have happiness and good fortune in the New Year, too! "Sam and the Lucky Money" is a good book to read and discuss with the class in conjunction with the red envelope activity.

As character education (such as sharing, caring, respectful, honest, etc) is greatly reinforced in elementary curriculum, through reading and discussing the story with your class, it is appropriate to integrate the character education curriculum into this project. (See project sample on p. 401)

用第116页的模板制成红包，或用从商店买来的红包来介绍农历新年时小孩向大人拜年拿红包的习俗。教师可以用玩具纸钞或象征性的“幸运铜板”放在红包中，让学生实际体验拿红包的乐趣。教师也可借此机会向学生示范用双手送红包和接受红包的礼仪，并教导学生说“恭喜发财”的吉祥话。《Sam and the Lucky Money》是适合用来讨论农历新年和拿红包习俗的故事书。在一般小学教育阶段，培养儿童分享、关爱、尊敬、诚实等品德是很重要且必须强化的。因此，教师可以借由这本故事书延展讨论关于尊敬、爱心等相关的品德。（作品展示见第401页）

☺ 17. Art Project: Firecrackers 创意手工：鞭炮 117

Setting off firecrackers to scare away evil spirits is an important part of the Chinese New Year celebration. Students will enjoy making their own paper firecrackers by following the directions on page 117. (See project sample on p. 401)

燃放鞭炮是庆祝农历新年不可少的传统习俗。学生会喜欢动手制作鞭炮挂饰。依照第117页的制作步骤便可完成。（作品展示见第401页）

😊 18. Game: Chinese New Year Dragon Board Game 游戏：龙形棋 118

Make the Dragon Game board with the template on page 118. It can be enlarged, mounted on oak tag and laminated to last longer. The object of the game is for players to advance their marker

toward the dragon's head each time they answer a question correctly. The player who reaches the dragon's head first is the winner.

Different ways to play:

1. To make game cards about Chinese New Year trivia, use page 119.
2. To play the game with questions about zodiac animals, students who can translate the animals from Chinese to English or vice versa can move toward the Dragon's head.
3. To play the game with questions about Chinese numbers, prepare index cards with numbers 1-30 written in Chinese or English.
4. To play the game with solving math problems, the teacher can write a math problem on each dragon section.
5. This dragon design can also be used as a coloring activity. The teacher can use a color code such as color sections 1, 3, 5, 12 in red; color sections 2, 9, 20, 23 in green and so on, preferably in Chinese. Students can also be given the option of making their own color code.

将第118页的图放大，塑封，制成纸板游戏。学生每答对一题，便可向龙头靠近一步。先到达龙头的是赢家。

几种玩法：

1. 用第119页的题目来进行游戏。
2. 用十二生肖做题目。能说出动物中英文名称者即可晋级。
3. 用中文数字做题目。准备1-30的中文或英文数字卡。
4. 用算术应用题做题目。老师可以在龙身上的空格里加一道数学题。
(如： $3 + 8 = ?$ ， $23 - 6 = ?$ ；视学生程度调整题目难度)
5. 涂色游戏。教师可以在每一空格里指定颜色（以中文标示为宜），亦可由学生自行涂色。

🌙 19. Game: Chinese New Year Qs and As 问答游戏：农历新年知多少 119

The questions about the customs and traditions surrounding Chinese New Year provided on page 119 are to be used with the Chinese New Year Dragon Game. Teachers can substitute their own questions or ask students to make up some questions to use for this game, too.

本页关于农历新年的风俗习惯可以配合龙形棋一起玩。教师也可改用自己的题目或让学生自己设题。

😊 20. Song: Happy New Year! 新年歌：恭喜！恭喜！ 120

Let students become familiar with the song by playing a recording of it, if possible. Hand out the song sheet on page 120 and go over the English translation. Practice reading the Chinese version together, with emphasis on pronunciation and tones. Challenge students to identify and circle the following Chinese characters in the song (大, 小, 每个人, 嘴, 恭喜). Students can volunteer to sing the song together in small groups in front of the class.

播放录音带让学生熟悉这首新年歌的曲调。然后把歌词发给学生，讲解英文翻译。等学生更熟悉歌曲以后，再领唱中文歌词，特别注意学生的咬字发音。教师也可以让学生找出歌词中的一些字（大、小、每个人、嘴、恭喜），增加趣味性。接着，可以请学生上台表演。

😊 21. Recipe: Dumplings 下厨乐：包饺子 121

Making dumplings together is a tradition for many families in China. Dumplings are often served as part of the Chinese New Year meal. Share this recipe for dumplings on page 121 with your students to make in class or at home.

很多中国家庭在除夕夜有吃饺子的习俗。第121页是包饺子的食谱。教师可以在课堂上和学生讨论并示范。学生可以把食谱带回家给父母做参考。

Other Group Activities for Chinese New Year 其它的农历新年庆祝活动

Below are some other ideas for Chinese New Year celebration:

以下提供三个额外的庆祝新年的活动点子供教师参考：

22. Group Activity 1: Let's Celebrate Chinese New Year!

集体活动一：我们一起欢庆农历新年！

Suggested activities:

1. Do an online research on the dates of the next 5-10 years of Chinese New Year. Let students draw the conclusion that Chinese New Year alternates between January and February each year.
2. Cooperate with the classroom teachers to clean the classroom to get ready for Chinese New Year.
3. Compare the similarities and the differences between Chinese New Year and New Year Day on January 1st, and the other cultures in the world that celebrate their New Year at a different time in the year.
4. Decorate the Chinese classroom with spring couplets, lanterns, ornaments, and of course, students' projects.
5. Bring samples of symbolic Chinese New Year foods for students to see.

一些活动建议：

1. 学生上网查询未来五至十年里农历新年的确切日期。让学生由此得出农历新年是在每年一或二月的结论。
2. 和学生一起打扫教室、清理桌柜，象征除旧布新。
3. 比较农历新年和阳历新年的异同；比较农历新年和世界其他文化中的新年。
4. 用学生制作的春联、灯笼、手工艺品来装点教室。
5. 展示一些农历新年的传统食品。

23. Group Activity 2: Let's Have a Parade! 集体活动二：农历新年游行

The Lion/Dragon parade is the most exciting event during the Chinese New Year celebration. Check with your school administrators to see if you can make a parade throughout your school on one day of the New Year period. If this is not possible, you can improvise by making a smaller parade in the classroom. If your school has a budget, you can order a Lion costume for your school's annual parade. If not or if you prefer to make a dragon for your parade, you can make one out of a large box attached with a long red length of cloth. Decorate it with paint, sequins, and pompoms.

You may assign one grade or several classes to participate in the parade, while the other students can also participate by wearing red and line up against the walls in the hallway outside their classrooms as bystanders. Student projects such as fans, ribbons (for ribbon dances), lanterns, zodiac hats, etc. can be carried in the parade. Some students can also be asked to carry musical instruments such as gongs and drums. It is important to include lively Chinese New Year music with your Dragon Parade. This can be done by carrying an electronic music player run on batteries or by having the music played over the school's PA system.

舞龙舞狮是农历新年重要的庆祝活动之一。教师向校方请示是否可以在春节当天在校内举行游行。如果不能，老师可自行在教室内举办小型游行。如果学校有预算，可为校内游行订购一套狮服。如果没有，或如果你喜欢亲手制作，也可以系着长红布条的大纸箱作为狮服，然后用颜料、珠片和彩球装饰。

教师可视学生人数多寡指定一个年级或几班参加游行。其他学生可以穿着红衣，在教室外观看游行。学生可以在游行队伍中展示手工作品，如折扇、飘带、灯笼和生肖帽子等。中国乐器如锣鼓、笙、箫等都可展示。游行时最好有热闹的农历新年配乐，如果能用学校扩音设备播放喜庆歌曲就更理想了。

😊 24. Group Activity 3: Chinese New Year Feast 集体活动三：农历新年大餐

Work with parents to hold a Chinese New Year feast in class or school wide. Students can use this opportunity to use chopsticks. After the feast, the teacher can conduct a survey on the board by instructing students to say “我爱（最爱）吃_____。” Note to teachers: always check for food allergies.

建议教师请家长协助举办全校农历新年大餐。教师务必事先查询学生是否对某些食品过敏。学生也可以借此机会学习使用筷子。之后，教师可以做问卷调查，请学生说：我爱（最爱）吃_____。

Lantern Festival 元宵节

😊 1. Mini-Book: The Lantern Festival 我的小手：元宵节 122

This mini-book explains the most important parts of the Lantern Festival. To make it, students need to cut out the book pages found on pages 122-124, put them in order, staple the book together, and color the pictures. Upon completion students can practice reading their books in small groups or volunteer to perform the story in front of the class.

学生把第122-124页的图片剪开，依顺序排好，让教师打钉，制成小书后让学生涂色。最后教师带领全班学生一起朗读。可以让学生和伙伴配对互相练习。教师可请学生们自愿上台表演。答案见下文。

Answer key: Picture 1: fifteenth, Lantern; Picture 2: full, moon; Picture 3: yuan, xiao; Picture 4: lanterns, dance, fireworks; Picture 5: riddles.

☆ 2. Art Project: Chinese Lantern Paper Cut 创意手工：灯笼剪纸 125

Copy the worksheet on yellow or red paper. Cut out the template and follow the diagrams on the worksheet to make the paper cut. Fold the dotted lines back and forth (accordion style) to the end, and then cut along the black lines to make the lantern pattern. (See project sample on p. 402)

教师先用黄色纸或是红色纸复印第125页，然后让学生把模板剪下来。接着指导学生按照图表所示，像折扇子的方式一上一下折纸。沿黑线剪出灯笼形状，打开即成。（作品展示见第402页）

😊 3. Art Project: Chinese New Year Lantern 创意手工：新年灯笼 126

Students will enjoy making and decorating their own Chinese New Year lantern to display for the Lantern Festival. Provide each student with a sheet of construction paper and follow the directions on the activity page to make this fun and colorful project with your students. (See project sample on p. 402)

为每个学生提供一张图画纸，按照活动纸上的指示，带领学生制作一个漂亮的新年灯笼。（作品展示见第402页）

😊 4. Riddle Game: Riddles for Lantern Festival 猜一猜：趣味灯谜 127

Hang 20 Chinese New Year lanterns with one riddle hanging from the bottom of each lantern. (The riddles must be numbered 1-20). Place 20 plastic cups each with a number from 1-20 on a table in

the classroom and provide students with 3" x 3" squares of paper on which to write their name and the answer to the riddle. Challenge students to go from lantern to lantern and solve the riddles after reading them. Students then write the answer on the paper square and place it in the corresponding numbered cup. When time is up, announce "Lucky Draw Time". Read each riddle out loud, give the answer and take out one paper from the cup for each riddle. If the answer is correct, the student wins a prize such as a hongbao with a lucky penny inside.

准备20个新年灯笼，并为20个灯谜标上编号1-20，然后挂在灯笼下方。将20个已经编号的塑料杯（1-20号）置放在桌子上。提供每个学生几张3" x 3"的白纸写名字和灯谜的答案。指示学生在规定时间内去猜灯谜，然后把写上答案和名字的白纸投入对应的塑料杯里。解答灯谜时，教师大声朗读灯谜并给予正确答案，同时在对应纸杯抽出一张纸。如果答案正确，该名学生就能获得奖品。

- | | | |
|-----------------------|------------------|--------------------|
| 答案：1. 雨伞 (umbrella) | 2. 扇子 (fan) | 3. 筷子 (chopsticks) |
| 4. 毽子 (shuttlecock) | 5. 茶壶 (teapot) | 6. 对联 (couplets) |
| 7. 竹子 (bamboo) | 8. 自行车 (bicycle) | 9. 灯笼 (lantern) |
| 10. 寿桃 (peach) | 11. 乌龟 (turtle) | 12. 蚕 (silkworm) |
| 13. 鞭炮 (firecrackers) | 14. 熊猫 (panda) | 15. 鼓 (drum) |
| 16. 月亮 (moon) | 17. 耳朵 (ears) | 18. 香蕉 (banana) |
| 19. 年龄 (age) | 20. 桌子 (table) | |

Try It Out! 每月一练

☆ a. Let's Talk! 说一说

1. What's Your Zodiac Sign? 你属什么? 129

Practice reading the lines in this dialogue with the entire class. Then ask students to read it in pairs. 可以全班朗读，也可以让学生配对练习。

☆ 2. What's Your Favorite Zodiac Animal? 你最喜欢的生肖是哪一个? 129

Students can then take turns telling their favorite zodiac animal and explain why by referring to the personality traits on page 87.

学生可以和伙伴配对练习，说说自己最喜欢的生肖以及原因。（如有必要，可以参照第87页的生肖个性图表。）

☆ 3. Happy New Year! 新年快乐! 129

Students will practice saying these popular Chinese New Year greetings found on page 129, and describe at least two celebration activities for Chinese New Year.

学生可以配对练习这两句普遍的新年吉祥话，同时说一说至少两个新年的庆祝活动。

☆ b. Let's Write! 写一写 130

天、米、早、土、多、少

(For Character Writing Sheets, see pp. 391, 392. 写字练习纸见本书附录 pp. 391, 392.)

Notes for Teachers

教学重点

February 二月

February Calendar 二月月历

😊 1. Coloring Activity: Valentine's Day 涂颜色：情人节 132

The Valentine's Day on February 14th provides us with a wide array of opportunities to introduce new vocabulary and at the same time, to incorporate much of the vocabulary learned in previous months. Valentine's Day was traditionally a romantic occasion for two people in love to celebrate their love for each other. Over time it has become more generalized and children exchange valentines with their friends, teachers and family members. Cards decorated with hearts, chocolate candies and flowers are popular Valentine's Day gifts. The traditional theme of love is further extended in the connection made between Valentine's Day and the Chinese festival, Qī Xī (七夕), which is based on the love story about the Cowherd (牛郎 Niú Láng) and the Weaving Maiden (织女 Zhī Nǚ).

教师可以借着二月十四日情人节的机会介绍生字，同时也可以复习很多以前学过的词语。情人节最早是由两人之间的爱情故事慢慢演变成今天这种泛爱式的对朋友、家人和师长的祝福。爱心卡片、巧克力糖和鲜花都是常见的情人节礼物。教师们也可借此机会介绍中国七夕牛郎织女的情人节，并让学生把东西方的情人节做个比较。

🌙 2. My February Calendar 我的二月月历 133

The calendar provided for each month can be used in a variety of ways. To begin with, the picture on the calendar page can be used as a springboard for discussion about the month's cultural theme. It can also be used to review numbers, days of the week, and special days that occur in each month. It may be necessary to provide copies of the calendar with numbers for new learners; more advanced learners can be directed to write the numbers themselves.

Teachers can also use the February calendar page to mark the number of days since the school year began, beginning on the first Monday of the month. This activity will support learning higher numbers as well as generate excitement about the 100th day of school.

月历可供多种用途。

- 一、主题讨论：用月历上的图片谈论当月的文化主题；
- 二、学数字：初学中文时，由教师在月历填上数字。教过数字后，让学生们在月历上描数字、读数字；程度较好的学生可以组成小组或全班一起在月历上写数字；
- 三、学星期：可让孩子用月历来练习说星期一至星期日；
- 四、说节日：可用月历记录来说明和谈论当月的特殊日子，如节日、生日等。

教师也可以利用二月月历记录开学至今的天数，可从本月的第一个星期一开始。这能辅助有关数字的学习，并且为上学一百天增添趣味。

☾☉ 3. What's Happening in February? 二月知多少? 134

This fill-in-the-blank worksheet, which is included with each month, allows advanced learners to review numbers, dates, important holidays and events of that month in a familiar and consistent way.

高年级的学生可以在月历的基础上,通过这样的填空题复习数字和星期,熟悉每月重要的日子。

100 Days of School 上学一百天

The 100th day of school is an important day in elementary schools across the United States. Following are some ideas for planning lessons and projects for this special day. These ideas integrate the learning of Chinese with relevant concepts taught in the disciplines of math, language arts, art and even music!

上学百日在美国小学课程中是一个重要的日子。以下提供几项相关的教学活动,当中结合了数学、语言和音乐等方面的学习。

☾☉ 1. Number Chart: 1-100 认一认: 一到一百 135

Use the chart to teach or review the Chinese numbers from 1 to 100.

这张“1-100”数字表能帮助学生复习中文数字的规则性,并加强两位数的加法计算技能。

☆☾ 2. Art Project: Banner Design for “100” 创意手工: 百日旗 136

Students can work in small groups to create this banner that celebrates the 100th day of school. Each banner should have the Chinese characters, “一百” displayed in a large size in the center.

To decorate the banner students should color Chinese characters and add 100 images that the group agrees on. These images can include hand-drawn or cut-out pictures or lightweight objects glued onto the banner. If possible, hang students' banners in a prominent area in your school building for everyone to see. (See project sample on p. 402)

学生可分组制作这面百日旗,庆祝上学一百天。每面旗中心位置应有放大的“一百”二字。让学生将二字涂色,并加上小组所同意的一百个图样。这些图样可以是手画的,也可以是从别处剪出来的图画或轻巧的物件。学生作品可以展示在教室内或校园其他显眼处。(作品展示见第402页)

☾☉ 3. Write and Color: Candy Hearts 写一写,涂一涂: 糖果心 137

Teachers lead the class to review numbers 1-100 using the number chart on page 135. Then students can work independently or in small groups to complete this assignment.

教师用第135页的数字表带领全班复习中文数字。然后学生可以独立或分小组一起完成这个作业。

☾☉ 4. Math Fun: Ways to Make 100 趣味数学: 加起来100 138

This challenging activity requires students to make up combinations of numbers that equal 100. Teachers may wish to review the numbers from 1-100 using the number chart provided and drill students using flash cards with random numbers to make sure students recognize the higher numbers necessary to complete this activity.

这个活动很有挑战性,要求学生练习两位数的加法,找出和均为一百的数字组合。教师可用数字表先让学生复习1-100的数字,并用数字卡来锻炼学生认读两位数,然后再做这个练习。

5. Writing Activity: 100 Words in Chinese 写一写：中文 100 字 139

Challenge students to work on their own or in a team to create a list of 100 words or phrases in Chinese. Students can use the initials and finals listed in the worksheet, as well as books, dictionaries, online resources and their Chinese folders to look up words. Upon completion, students can share and compare their lists with each other.

对程度较好的学生，这个活动具有高度挑战性。学生可以借声母韵母表的提示想出100个中文字，也可以从书本、词典、网络或笔记找字来完成这项作业。

Valentine's Day 情人节

Valentine's Day, which is very popular in America, is gaining popularity in China.

In this section we introduce new vocabulary associated with Valentine's Day and provide the opportunity to review family member vocabulary. We have included activities and projects which will support learning about this special festival and at the same time, enhance students' learning about Chinese language and culture. Finally we make a cultural comparison between Valentine's Day and the Chinese Festival Qī Xī (七夕) in relating the legend about the Cowherd (牛郎) and the Weaving Maiden (织女).

情人节在美国非常普遍，在中国也渐渐流行。本单元介绍很多和情人节相关的新词语并扩展和家人相关的形容词。通过介绍牛郎织女的故事，学生能够认识东方情人节——七夕，借此作为一种文化比较。为了达到 "5C" 外语教学目标，我们建议学生用异同比较表 (见附录) 来比较东西方情人节的异同。

1. Sign Language: Three Important Words 手语：三个重要的字

Try introducing the words "I love you" in Chinese to beginner students for the first time accompanied by the following hand motions:

1. Point to the nose while saying 我 (wǒ).
2. Cross your arms across the chest while saying 爱 (ài).
3. Point to the person to whom you are speaking while saying 你 (nǐ).

Assign students to use this method to tell two family members these three important words as a simple homework assignment.

首先介绍三个最重要的字“我爱你”。建议用如下手语：

1. 我：食指指着自己鼻子
2. 爱：双臂环抱于胸前
3. 你：食指指着对方

鼓励学生回家用手语教家人说“我爱你”。

2. Story-telling: A Little Love Story 讲故事：小小爱情故事 141

While telling the story on page 141, you can demonstrate to students how to write the simplified character for love (爱). Students can follow by writing out the strokes in the empty heart at the bottom of the worksheet as you demonstrate them.

You may wish to use the reverse side to teach the traditional character (愛).

让学生在本网下端的心形内照着教师描述的故事情节描画出“爱”字。可用背面描画出其繁体字形。

- ☺ 3. **Song: A Little Love Song** 儿歌：我爱你 142
 Use the worksheet on page 142 to teach your students the Chinese words in this simple Valentine's song. After learning the words, practice singing the song to the melody of "Twinkle, Twinkle, Little Star" with the class. Students can then color their worksheet and give it to someone special as a Valentine gift.
 用《一闪一闪亮晶晶》的曲调来教学生唱情人节的歌。初学的幼童只需教他们家庭成员的称谓和“我爱你”。然后学生可以涂色并剪下心形，将它送给朋友或家人作为情人节礼物。此时如果教师认为合适的话，可以把歌词第二句改成“这个心我送给你”。
- ☾○ 4. **Art Project: My Little Heart for You** 创意手工：我的心送给你 143
 More advanced students can take one more step by filling in the empty hearts in this valentine with the suggested words in Chinese. (See project sample on p. 402)
 程度较好的学生可以在这个心形情人卡的空白处填上中文字，然后送给朋友或教师。（作品展示见第402页）
- 5. **Word Chart: Heart to Heart** 配一配：心心相印 144
 Begin by asking students to recall phrases that contain the word “心”. Distribute the worksheet and discuss the meaning of each of the phrases. Use the worksheet to assess your students' understanding of the new phrases.
 首先教师请学生脑力激荡想一想，“心”有哪些词语？然后解释本页所列的词语意思。下面的连一连和填空题可以测试学生的理解能力，并加强印象。
- 答案：连一连： 1. careful —— 小心 2. not worried —— 放心 3. happy —— 开心
 4. patient —— 耐心 5. sad —— 伤心 6. attentive —— 细心

填空题： 1. 小心 2. 伤心 3. 开心 4. 耐心 5. 放心 6. 细心
- ☾○ 6. **Vocabulary Flash Cards: Valentine's Day** 词卡：情人节 145
 The vocabulary flash cards for Valentine's Day can be used to introduce the new words necessary for the activities in this unit. An enlarged set of cards can be made to use for group activities. Copies of the cards can be made for students to review and use for games such as Memory game or Go Fish.
 这个词卡是介绍情人节的相关词语。放大版的词卡可以用来进行集体活动。学生也可以用这个词卡来复习，或玩记忆游戏、钓鱼游戏等。
- ☆ 7. **Match and Write: Valentine Words** 连一连，写一写：情人节词语 146
 To complete this activity students must first find the hearts with the same patterns. Then, translate the words written inside the hearts in Chinese characters or pinyin and write the answers in the matching hearts.
 找出图案相同的心形。把英文字翻译成中文字或拼音，然后填入相同的心形图案中。
- ☾○ 8. **Word Puzzle: Valentine's Day** 填字谜：情人节 147
 This activity is designed to help students become more familiar with the new Valentine vocabulary words. First, students must fill in the missing letters to form the pinyin vocabulary words. Then, they need to write each word in Chinese characters and English. At the bottom of the page students are to put all the missing letters together to form a secret phrase related to Valentine's Day.

每个拼音字都少一个字母。学生填好后把中文字和英文字写在右边的横线上。最后用写在横线上的拼音字母组成有意义的语词破解下端的两个问题。

Answer key for the surprise 3-word phrase: qíng rén jié; 情人节; Valentine's Day.

9. **Pattern Challenge: Valentine Words** 找规律：情人节词语 148

This activity provides students with another opportunity to practice reading and writing the new Valentine vocabulary words. Students need to find the pattern, fill in the missing word to complete the pattern, and demonstrate that they understand each word by drawing a picture of it in the space provided.

这个活动让学生练习认读和书写新学的情人节词语。找出中文语词的规律再填入正确中文字。然后在右边的空格里画图说明。

答案：2. 花；3. 心；4. 花；5. 情人卡；6. 爱；7. 巧克力；8. 二月

10. **Mini-Book: My Valentine's Day** 我的小书：我的情人节 149

Use the worksheets to make this mini-book. Students can assemble their books and practice reading them in pairs or small groups. Children should be encouraged to take their books home and read them to someone special.

学生可以自己制作小书，配对或分小组练习阅读。鼓励学生到台上念给同学听或把小书带回家念给特别值得分享情人节的人听。

11. **Vocabulary List: Good Luck Words** 词表：吉祥字 151

The good luck words presented in this unit are very popular ones in Chinese culture. Many home goods and jewelry sold in America display these words, too. If possible, bring in some objects with the characters introduced here to show students or ask students to bring in some objects to show the class. Make a set of large flash cards for group activities and individual sets of cards for students to review and practice with.

本页所列的词语是中华文化里常用的吉祥字。在北美地区，许多家庭用品或首饰盒上都常见这些字。可能的话，教师带一些印有吉祥字的物品来给学生看，或是让学生带来给同学们看。把这些吉祥字放大制成闪示卡，可分组进行游戏。

12. **Art Project: Valentine Gift Box** 创意手工：情人节礼盒 153

If possible, make copies of the template for this Valentine Gift Box project on colored card stock paper. Review the good luck words on pages 151-152. Students should first consider who they would like to give their gift box to and then choose the two characters they would like to write for that person on their gift box. After writing the characters with a pencil, they can trace over them with markers and add some designs before cutting and folding the box.

可能的话用彩色纸复印此情人节礼盒。学生先想好礼物要送给谁，然后从第151-152页的吉祥字表中选出合适的字写在盒面上。先用铅笔描写，然后用彩色笔加粗字，再将盒子图形剪下做成礼盒。

13. **Reading: The Love Story of the Cowherd and the Weaving Maiden**
读一读：牛郎织女的故事 154

Qī Xī, the Chinese festival that celebrates love can be compared to the Valentine's Day. Tell and discuss the love story about the Cowherd and the Weaving Maiden with students. Afterwards,

make a Venn diagram and ask students to provide information to reflect the similarities and differences between these two festivals. A literature book "Legend of the Milky Way" is recommended to introduce the Chinese Qī Xī Festival.

和学生讨论中国七夕牛郎和织女的故事，并和西方情人节作个比较。用附录的异同比较表列出相同和不同的地方（包括日期、节日的意义、庆祝的方式和交换礼物等习俗）。

Adjectives to Describe People 描写人物的形容词

1. Vocabulary Flash Cards: Adjectives to Describe People

词卡：描写人物的形容词 156

Make a large set of adjective flash cards to introduce the new vocabulary to the class. For each adjective presented ask students to name three classmates who have that attribute. Students can use their own set of flash cards to write down the names of three classmates for each.

用本页介绍的形容词制作一套放大的词卡。每一个形容词都请学生提名符合条件的三位同学。学生也可以在自己的词卡上写上三位同学的名字。

2. Game: Bumble Bee 游戏：小蜜蜂 157

This game is a good one for students to use the vocabulary in this unit to describe themselves and for students to interact with and learn about each other. Begin by directing students to fill out the Bumble Bee worksheet using adjectives from the vocabulary flash cards. Next, students can use their descriptions of themselves to play this game for further practice.

Divide the class into two teams. Invite one student from each team to come to the front of the class with their paper and take turns asking the question: "谁很_____?" (fill in the blank with one of the 12 adjectives) Students on the opposite team who have that answer raise their hands and respond saying, "我很_____." The student who asks the question gets one point for each player from the other team who has that adjective on their worksheet for his/her team.

After completing this activity, students' work can be put up to make a nice bulletin board display.

这个游戏让学生使用本单元的词汇来形容自己，并提供机会让他们相互交流，认识彼此。先让学生用词卡上的形容词完成本页作业。之后，学生便可将本页用来玩小蜜蜂的游戏，作为额外练习。

把全班分成两队。每队轮流由一个同学拿着作业上前问“谁很_____？”（可用12个形容词的其中一个回答）。另一队中若有同学的作业里有该形容词，便可举手回答“我很……”。如果另一队中有一人的作业里有该形容词，问话那一队的学生便可得一分，若有两人回答有，问话那一队便可得两分，依此类推。

完成活动后，可将学生的作品展示在布告栏上。

3. Writing Activity: Describe My Family Members 写一写：形容我的家人 158

This is a good writing activity that enables students to practice using new adjective vocabulary items with more familiar family member vocabulary. Encourage students to share their completed work with family members as a homework assignment for further practice.

这个写作练习可以帮助学生使用新学习的形容词来形容自己熟悉的家人。鼓励学生把作业带回家与家人分享并复习。

☾○ 4. **Word Search: Adjectives** 找一找：人物形容词 159

Students will write English meaning for each adjective word listed at the bottom. Then they will find pinyin words in the word search.

学生先把每一个拼音字翻译成英文填入空格。然后在字谜中找出这些拼音字。

☾○ 5. **Crossword Challenge: Adjectives** 填字谜：人物形容词 160

This crossword puzzle provides opportunity for students to practice translating adjectives from English to Chinese.

这个作业可让学生练习把英文形容词翻译成中文。

Telling Time 现在几点（钟）？

Telling time is an essential life skill. The following activities will reinforce students' existing time telling skills and help them practice telling time in Chinese.

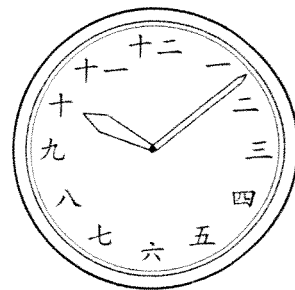
具有时间观念是日常生活必须具备的技能。本活动可以强化学生既有的时间观念，进而学习用中文报时。

☾○ 1. **Vocabulary List: What Time Is It Now?** 词表：现在几点(钟)? 161

Students will cut out the clock hands and use a brass paper fastener to attach them to the clock. Now students can practice telling time in Chinese.

Teachers will first review numbers 1-12 in Chinese for the hours. After some practice, teachers will review numbers 1-60 in Chinese for the minutes. After students are familiar with the patterns, encourage them to tell time with the terms "in the morning", "at noon" and "in the evening".

学生把时针和分针剪下用铜扣钉在背面夹紧。完成后学生可以使用小钟来学习报时。首先教师带领复习1-12正点报时，接下来可以学习分钟报时（先学半小时的说法，然后15分钟，最后每分钟）。等学生熟练以后，再学习加上上午、中午和晚上的报时方法。



☺ 2. **Art Project: The Clock on the Great Wall** 创意手工：长城上的大钟 162

Each student can make their own Great Wall Clock. Teachers can use this Clock on the Great Wall to practice with the pattern, "现在是……点钟。" (It is ____ o'clock now.) Students can manipulate the clock hands and time strips to show the correct time on their clocks. Beginner students will begin with telling time using only the hours; more advanced students can include the minutes.

You may wish to make an enlarged copy of the Great Wall Clock and mount it on oak tag to display in your classroom and use periodically throughout the year. (See project sample on p. 402)

每一个学生都制作一个长城钟。然后练习句型“现在是……点钟。”学生可以用手操作显示出正确的时间。初学者只需报整点时间。程度好的学生可以加上分针报时。先学半小时的报时（一点半，两点半……）。教师也可以制作一个大型的长城钟放在教室里展示。（作品展示见第402页）

☺ 3. **Card Game: Wolf, Wolf, What Time Is It?** 卡片游戏：老狼，老狼，几点钟？ 163

This card game is a modified version of a popular Chinese game called “老狼，老狼，几点钟？” (Lǎo láng, lǎo láng jǐ diǎn zhōng?) It can be played with cards from side A, side B or both. One way to